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ABSTRACT

This curriculum guide supplements the Alabama "Health Education Course of Study," which offers a comprehensive planned sequential curriculum for grades K-12. The largest section of the guide consists of classroom activities which are tied to specific student outcomes. A list of materials needed to carry out the activities is provided. The activities are organized into units, each of which begins with "notes to the teacher" that identify topics covered in the unit and convey information important for carrying out the activities. A list of "outcomes" summarizes the requirements from the Alabama "Health Education Course of Study" and provides guidance for additional activities which may need to be written. The final section contains teaching materials which are referenced in the activities and are essential to implementing the activities. The specific topics are: Helpful Habits; Harmful Habits; Helpful People; Body Development; Health Information (locating information and living safely); and Positive Impressions (etiquette and good sportsmanship). (JD)

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INTRODUCTION

The Health Curriculum Guides consist of ten documents, one for each grade K-8 and one for the required high school course (one-half unit). The purpose of these curriculum guides is to help classroom teachers implement the Health Education Course of Study (Bulletin 1988, No. 25).

The Health Curriculum Guides are supplemental in nature; activities do not cover topics in an exhaustive manner. Consequently, teachers can most effectively use the guides by choosing activities that supplement a locally-planned health program and locally-chosen textbooks. When the curriculum guides are used in this manner, activities may be used in an order that matches the locally-developed health scope and sequence.

The Health Curriculum Guides may also serve as a basic program for Local Education Agencies (LEAs) in the absence of a locally-developed health curriculum. Although topics are not covered in a comprehensive manner, the curriculum guides do provide instructional activities for all topics named in the Health Education Course of Study, and the activities have been arranged in a logical sequence from the first to the last page. It is hoped that the Health Curriculum Guides will serve as a springboard for local curriculum activities in health, which include at least the following:

- developing a local health curriculum K-12,
- acquiring needed resource materials, and
- writing additional activities in areas of greatest need.

The Health Curriculum Guides are divided into sections. Each guide begins with a TABLE OF CONTENTS that lists topics to be taught, provides descriptive labels for each activity, and specifies page number(s) on which the activity may be found. The TABLE OF CONTENTS enables teachers to identify easily those activities that supplement topics covered in locally-designed programs. The second and largest section of the guide consists of classroom ACTIVITIES. All activities are tied to specifically-identified student outcomes and a list of materials needed to carry out the activities is provided.

Activities are organized into Units identified by Roman numerals in the Table of Contents. Each Unit begins with NOTES TO THE TEACHER that identify topics covered in the Unit and convey information important for carrying out the activities.

A third section of the guide contains a list of all OUTCOMES for the grade level and any APPENDICES. The OUTCOMES summarize requirements from the Health Education Course of Study and provide guidance for those LEAs in which additional activities need to be written.

The fourth section of each guide is called the TEACHING MATERIALS SECTION. This section contains materials which are referenced in the activities and are essential to implementing the activities. Many of the teaching materials are handouts or diagrams that will need to be made into transparencies or duplicated for students. Consequently, the materials in the fourth section are printed on one side only to facilitate copying.

ACKNOWLEDGMENTS

When the State Board of Education passed a resolution on November 12, 1987, requiring AIDS instruction to become part of comprehensive health education by the 1988-89 school year, it was clear that some priorities in the Department of Education would change.

Responsibility for implementing the resolution was assigned to the Division of Student Instructional Services and personnel were instructed to do what was required to meet the timelines. Writing the Health Curriculum Guides was the prerequisite activity for complying with the State Board mandate, and the timelines dictated that the sixteen-month period usually designated for such a project be compressed into four months.

The timelines could not have been met without the following major contributions:

1. Our partners in Local Education Agencies (LEAs) and Institutions of Higher Education (IHEs) volunteered human resources to help accomplish the task.
2. Most personnel in the Division of Student Instructional Services put their assigned duties aside, learned to do new tasks, and worked exclusively on the Health Curriculum Guides for several months, including evenings, weekends, and holidays.
3. Other personnel in the Division of Student Instructional Services made necessary adjustments and sacrifices to assume responsibility for programs and assignments of their co-workers while continuing to perform their usual duties.

Approximately 150 educators have contributed directly to the Health Curriculum Guides. We express our appreciation for draft writing done by selected personnel in the following LEAs:

Birmingham City Schools
Cullman City Schools
Huntsville City Schools
Jefferson County Schools
Vestavia Hills City Schools

The following IHEs assisted us by providing current or retired health educators who served as readers or whose students in the areas of curriculum and health wrote health-related activities:

University of Montevallo
Troy State University - Dothan
Troy State University - Montgomery
University of Alabama

A debt of gratitude is owed personnel in the Alabama Department of Public Health for their role in verifying the technical accuracy of the Health Curriculum Guides.

HEALTH - 3

TABLE OF CONTENTS

Page

I. HELPFUL HABITS

Notes to the Teacher---------- 5

Topic: MAINTAINING GOOD PHYSICAL HEALTH

Activity 1 - Developing Physically, Mentally, and Socially-- 6
Activity 2 - Developing Good Habits---------- 7

Topic: RELATING PERSONAL HEALTH TO COMMUNITY HEALTH

Activity 3 - Learning About Laws that Protect Us---------- 8
Activity 4 - Identifying Health Department Responsibilities-10
Activity 5 - Relating Personal Health to the Community------11

II. HARMFUL HABITS

Notes to the Teacher----------13

Topic: AVOIDING ALCOHOL, NICOTINE, MARIJUANA

Activity 6 - Evaluating the Harmful Effects of Drugs--------14
Activity 7 - Appraising the Effects of Drug Use on Children-15
Activity 8 - Recognizing Drug Related Laws----------16

Topic: AVOIDING UNKNOWN LIQUIDS AND MEDICINES

Activity 9 - Comparing Medicine Labels----------17
Activity 10 - Understanding the Importance of Labels on Containers----------18

Topic: REFUSING AND AVOIDING HARMFUL SUBSTANCES

Activity 11 - Saying "NO"----------19

III. HELPFUL PEOPLE

Notes to the Teacher----------21

Topic: DEALING WITH LIFE SITUATIONS

Activity 12 - Analyzing and Applying a Problem-Solving Model----------22
Activity 13 - Recognizing Family Similarities and Differences----------24

TABLE OF CONTENTS
(Cont'd)

Page

Topic: SELECTING APPROPRIATE PERSONS FOR ASSISTANCE

Activity 14 - Identifying Community Helping Professionals----26
Activity 15 - Determining Situations Requiring a Doctor------27
Activity 16 - Learning About Abuse---------------------------28

IV. BODY DEVELOPMENT

Notes to the Teacher---31

Topic: ACQUIRING A HEALTHY BODY

Activity 17 - Explaining Influences of Heredity and Environment----------32
Activity 18 - Understanding Differences/Similarities---------33
Activity 19 - Relating the Muscular and Skeletal Systems-----34
Activity 20 - Recognizing Voluntary and Involuntary Muscles--35
Activity 21 - Illustrating How Muscles Cause Bones to Move---36
Activity 22 - Demonstrating How Bones and Muscles Work-------36
Activity 23 - Understanding the Relationship of Positive Behaviors on Health----------37
Activity 24 - Identifying Consequences of Weight Problems----39
Activity 25 - Understanding the Effects of Being Overweight or Underweight----------40
Activity 26 - Enjoying Exercise-----------------------------41
Activity 27 - Describing the Effects of Consuming Excessive Caffeine, Sugar, and Salt----------43
Activity 28 - Identifying Ways to Maintain Healthy Teeth-----45

Topic: DEFENDING AGAINST DISEASES

Activity 29 - Identifying Conditions That Cause Germ Growth----------46
Activity 30 - Understanding the Body's Defense System--------48
Activity 31 - Explaining Intestinal Parasites----------------49

V. HEALTH INFORMATION

Notes to the Teacher---51

Topic: LOCATING INFORMATION

Activity 32 - Identifying Reliable Sources of Health Information----------52

TABLE OF CONTENTS
(Cont'd)

Page

Topic: LIVING SAFELY

Activity 33 - Identifying Health Hazards----------53
Activity 34 - Determining Community Organizations Concerned with Health----------54
Activity 35 - Understanding Bicycle and Water Safety---------55
Activity 36 - Organizing Litter-free Environments----------57

VI. POSITIVE IMPRESSIONS

Notes to the Teacher----------59

Topic: USING TABLE ETIQUETTE

Activity 37 - Practicing Table Manners----------60

Topic: PRACTICING SPORTSMANSHIP

Activity 38 - Practicing Good Sportsmanship----------61

OUTCOMES----------62

TEACHING MATERIALS SECTION----------65

HEALTH - 3

HELPFUL HABITS

NOTES TO THE TEACHER

Staying healthy is something one practices daily. The earlier children are taught to recognize the value of good health and their responsibilities in maintaining their health, the more likely they are to develop good health habits.

By the time children reach the third grade, they begin to seek more specific information about the body, nutrition, disease, physical fitness, general health, and personal health habits.

Activities in the Helpful Habits Unit cover two topics:

1. Maintaining Good Physical Health
2. Relating Personal Health to Community Health

Teaching at the third-grade level should capitalize on students' intense interest in home, school, and community. The activities on the following pages were developed in recognition of the characteristics and needs of the third-grade student. The activities may be adapted and modified, depending on the maturity level of the students.

HEALTH - 3
HELPFUL HABITS

TOPIC: MAINTAINING GOOD PHYSICAL HEALTH

OUTCOMES: 17. Discuss the concept of wellness in relation to activities that contribute to feeling good or to feeling bad.

18. Discuss how the deliberate development of good habits is related to good physical health.

38. Demonstrate the role that good physical health plays in feeling well.

ACTIVITY 1 - OUTCOMES 17, 18, and 38

Materials:
- 4" x 6" cards
- Chalkboard

Define "wellness" as a total condition of physical, mental, and social well-being. Have students discuss daily activities that help them develop attitudes about health in each of these three areas: physical, mental, and social. Copy the following chart on the chalkboard and use the activities listed to generate a class discussion. Determine whether doing the activities makes students feel good or whether not doing the activities makes students feel bad.

Activities for Physical Development	Activities for Mental Development	Activities for Social Development
exercising	brainstorming/ problem solving	making friends
participating in leisure activities	doing homework	being a "team" player
working around the house	doing schoolwork	cooperating in the family
	discussing	writing letters
	telling stories	

Divide the class into groups of four students each. Write each of the three headings on a 4" x 6" card with the related activities listed underneath. Give each group a set of three cards (one for each area). Ask each group to generate additional activity ideas for each area. Let the groups discuss ways in which their activities help them feel better physically, mentally, and socially. Have each group share their ideas with the class.

HEALTH - 3
HELPFUL HABITS

TOPIC: MAINTAINING GOOD PHYSICAL HEALTH

OUTCOME: 39. Discuss the role that habits play in physical health.

ACTIVITY 2 - OUTCOME 39

Materials:
- Chalkboard
- Chart paper

Explain to students that good physical health is something one practices daily. Explain that many times people do things because of habit. Write the word "habit" on the chalkboard. Explain that a habit is something done almost without thinking. Tell students that a person may practice good or bad habits. Ask students to give examples of good habits and bad habits, and write their responses on the chalkboard.

Write the following headings on the chalkboard to use for the group activity:

Eating Nutritious Food
Exercising
Getting Enough Sleep and Rest
Cleanliness

Divide the class into four groups and assign each group one of the headings on the board. Ask students in each group to identify good health habits that should become a part of their daily lives. Give each group a sheet of chart paper to record responses. Post each groups' chart in the room and encourage a discussion of the good habits listed.

Ask students the following questions:

1. Can habits be changed?
2. What are some ways of changing habits?
3. What are some reasons for changing bad habits?
4. How do good habits contribute to physical health?

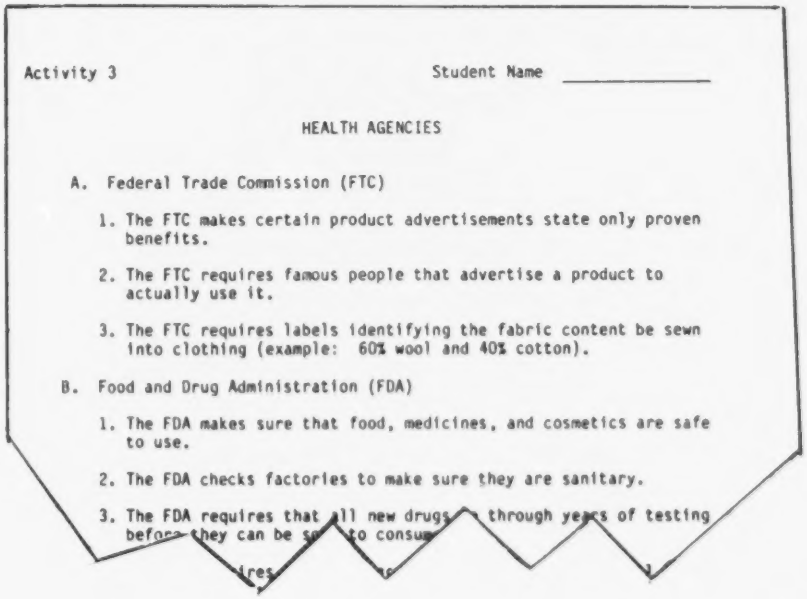
HEALTH - 3
HELPFUL HABITS

TOPIC: RELATING PERSONAL HEALTH TO COMMUNITY HEALTH

OUTCOME: 21. Discuss laws that protect health in local communities.

ACTIVITY 3 - OUTCOME 21

Materials:
- Magazines
- "Health Agencies" handout (Teaching Materials Section, p. 66)
- Construction paper
- Glue
- Scissors
- Chalkboard
- Stapler and staples



Activity 3 Student Name _____

HEALTH AGENCIES

A. Federal Trade Commission (FTC)

1. The FTC makes certain product advertisements state only proven benefits.

2. The FTC requires famous people that advertise a product to actually use it.

3. The FTC requires labels identifying the fabric content be sewn into clothing (example: 60% wool and 40% cotton).

B. Food and Drug Administration (FDA)

1. The FDA makes sure that food, medicines, and cosmetics are safe to use.

2. The FDA checks factories to make sure they are sanitary.

3. The FDA requires that all new drugs [illegible] through years of testing before they can be [illegible] to consum[illegible]

Explain to students there are many laws that have been established to protect the consumer. Some of those laws regulate product packaging, food handling and processing, display of nutritional data on packages, and traffic and fire safety. Ask students to state what would happen if there were no laws related to foods, drugs, and cosmetics.

ACTIVITY 3 (Cont'd) - OUTCOME 21

Write the following agencies on the chalkboard:

1. Federal Trade Commission (FTC)
2. Food and Drug Administration (FDA)
3. Environmental Protection Agency (EPA)

Explain to students that these are only three of the organizations that work to protect the safety and rights of the consumer.

Distribute "Health Agencies" handouts to tudents. Read and discuss the information about each agency. Discuss the functions of each agency. (Be sure students understand all of the terms that are used.) Clarify the functions of these agencies by providing examples such as the following:

1. Show a fabric content label from clothing.
2. Show a cereal box content label.
3. Show a warning from a cigarette package.

Some possible discussion questions are:

1. Have you heard of any of these agencies?
2. Name some famous people who advertise products.
3. What are some of those products?
4. What are laws these agencies enforce that protect us?
5. Why do we have these laws?

Divide the class into three groups and assign each group an agency. Have students in each group find pictures and articles in magazines or newspapers depicting or describing the activities of their assigned agency. Ask students to glue each item they find on a piece of construction paper and label the sheet with appropriate information furnished on the Health Agencies handout. Staple each group's sheets together to make a booklet.

To extend this activity, generate a list of local laws that protect health in the community. Students' ideas may be written on the chalkboard and may include such comments as the following:

1. Drinking water is tested periodicaly to make sure it is clean.

2. There are laws to protect pedestrians. Cars must stop at crosswalks if a pedestrian is crossing the street.

3. The Health Department grades restaurants on their cleanliness and posts grades so customers can see them.

Students may follow the same procedures as outlined in this activity to add local health regulations to the booklet.

HEALTH - 3
HELPFUL HABITS

TOPIC: RELATING PERSONAL HEALTH TO COMMUNITY HEALTH

OUTCOME: 23. Discuss the responsibilities of health departments.

ACTIVITY 4 - OUTCOME 23

Materials:
- Chalkboard
- Pictures
- Construction paper
- Glue
- Scissors
- Stapler and staples
- Pamphlets from the health department

Invite a speaker from the health department to discuss the services offered. If a speaker is not available, use pamphlets from the health department to acquire information on services available.

Write on the chalkboard and discuss with the class the following information about the responsibilities of a health department.

1. Immunizes people against various diseases
2. Checks restaurants and lunchrooms for cleanliness
3. Provides medical checkups for some children
4. Conducts tests to find diseases
5. Informs the public about health-related matters
6. Provides nurses and therapists to certain people who are sick at home
7. Encourages seatbelt use
8. Discourages smoking
9. Keeps records of births and deaths

Ask students to find pictures that illustrate each responsibility. Have students glue each picture on a sheet of construction paper and label it with the appropriate responsibility. Collect completed pages from students and staple them together to make a booklet.

HEALTH - 3
HELPFUL HABITS

TOPIC: RELATING PERSONAL HEALTH TO COMMUNITY HEALTH

OUTCOME: 25. Discuss the importance of personal health habits as they relate to environmental and community health.

ACTIVITY 5 - OUTCOME 25

Discuss ways that personal well-being is affected by health habits. Include in the discussion habits such as the following:

1. Practicing personal hygiene
2. Keeping the environment neat, clean, and litter-free
3. Keeping immunizations current to avoid contagious diseases

Ask students to tell how these factors influence the health of others in the community. For example, tell the students that when they are immunized against a disease they are less likely to contract and spread the disease.

Ask students to imagine what it would be like if no one practiced good personal hygiene, kept the environment clean, or received immunizations against diseases.

HEALTH - 3

HARMFUL HABITS

NOTES TO THE TEACHER

Children in the elementary grades are vulnerable to alcohol, nicotine, and drug use. Education and prevention programs provide a factual basis for teaching young children to develop healthy behavior regarding alcohol, drugs, and medicines.

Activities in the Harmful Habits Unit cover three topics:

1. Avoiding Alcohol, Nicotine, Marijuana
2. Avoiding Unknown Liquids and Medicines
3. Refusing and Avoiding Harmful Substances

HEALTH - 3
HARMFUL HABITS

TOPIC: AVOIDING ALCOHOL, NICOTINE, MARIJUANA

OUTCOME: 7. Identify harmful effects associated with each of the following: alcohol, nicotine, and marijuana.

ACTIVITY 6 - OUTCOME 7

Materials:
- Chalkboard
- Poster
- Strips of poster board
- Markers
- Resource materials

Prepare a poster listing the harmful effects of nicotine, alcohol, and marijuana. Some harmful effects for each drug are shown below.

Alcohol	Nicotine	Marijuana
unsteady walk	discolored teeth	sluggishness
bad breath	discolored fingers	dryness of throat and mouth
shaky hands	dry cough	secretive behavior
upset stomach	small broken blood vessels	forgetfulness
liver damage	lung cancer	lack of energy
dead brain cells	bad breath	vision problems
forgetfulness	bronchitis	unsteady walk
poor judgment		increased pulse rate
slow reaction time		faster heartbeat
loss of appetite		red eyes
headache		

Review these effects with students and have each student write one effect on a poster board strip. Make certain all harmful effects are used. Students can also be asked to locate others in resource materials.

Divide the class into two groups, Team A and Team B. Write the names of the three drugs on the left side of the board for Team A and on the right side for Team B. Place the poster strips face down on a table. Have team members alternately select a strip from the table and match it with the drug that causes the harmful effect. Students will place the poster strip on the chalk tray under the appropriate drug name. Continue the activity until all strips have been used. Then, ask the class to check the harmful effects strips to determine if they were properly placed. The team having more properly-matched strips wins the game.

HEALTH - 3
HARMFUL HABITS

TOPIC: AVOIDING ALCOHOL, NICOTINE, MARIJUANA

OUTCOME: 16. Explain why the consumption of certain drugs is not acceptable for children.

ACTIVITY 7 - OUTCOME 16

Materials:
- Quart jar and pint jar
- Food coloring

Review the harmful effects lesson (Activity 6). Ask students if the effects of these three substances are any different for adults than they are for children. Once it is established that harmful effects cut across all age groups, guide students into a discussion concerning reasons young children are more susceptible to the dangerous effects.

1. Their bodies are in the formative years.

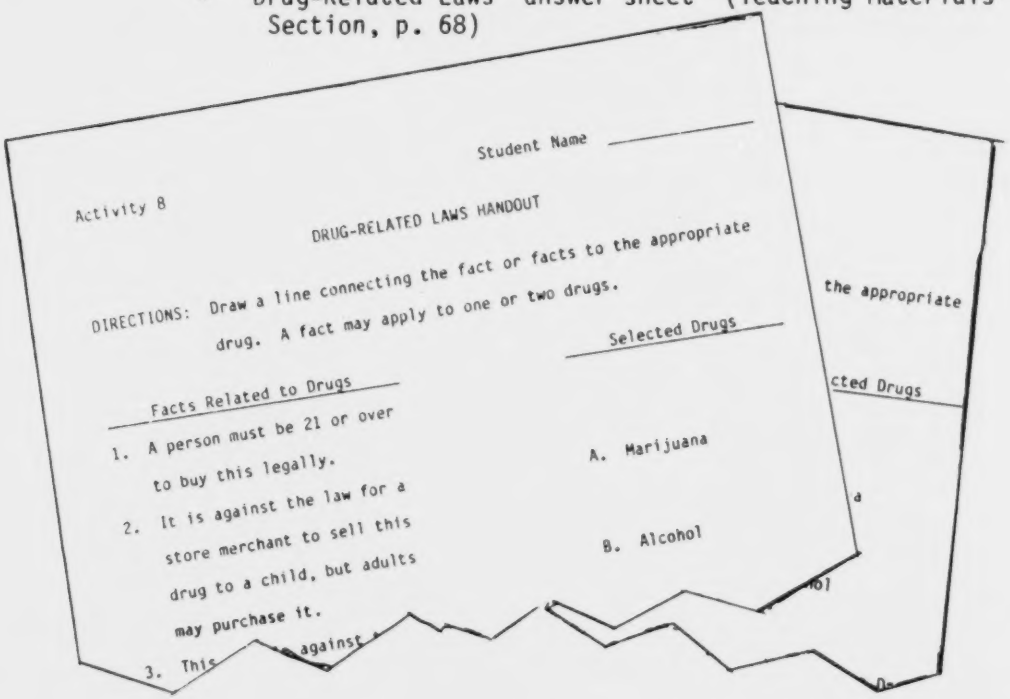
2. Their bodies are smaller and lesser amounts of substances are required to affect their bodies negatively.

3. Today's habits shape tomorrow's future.

Stress the fact that drugs have harmful effects for both adults and children. Explain that the effects are more severe and faster acting in children because children usually have less body weight. Illustrate this by using a quart jar filled with water and a pint jar filled with water. Put one drop of food coloring into each container. Ask students if they can see a difference? Does one jar have more color? Add a second drop of food coloring to each jar. Does it make the color of the two jars even more different? Draw a parallel between the difference in the amount of fluid in the two jars and the difference in the amount of blood in adults and children.

ACTIVITY 8 - OUTCOME 16

Materials:
- Chalkboard
- "Drug-Related Laws" handout (Teaching Materials Section, p. 67)
- "Drug-Related Laws" answer sheet (Teaching Materials Section, p. 68)



Student Name _____

Activity 8

DRUG-RELATED LAWS HANDOUT

DIRECTIONS: Draw a line connecting the fact or facts to the appropriate drug. A fact may apply to one or two drugs.

Facts Related to Drugs

1. A person must be 21 or over to buy this legally.
2. It is against the law for a store merchant to sell this drug to a child, but adults may purchase it.
3. This ... against ...

Selected Drugs

A. Marijuana

B. Alcohol

Explain to students that alcohol, tobacco, and certain other drugs are not only harmful for them to use, but illegal for others to sell to them.

Remind students that the government makes laws, enforces them, and sets penalties for breaking them. On the chalkboard, write the following simple statements of laws that relate to substance abuse.

1. It is against the law to buy or drink alcohol if you are under the age of 21.

2. Selling cigarettes to children is against the law.

3. Smoking, selling, or buying marijuana is against the law no matter how old you are.

4. It is against the law to take prescription medicine that is prescribed for someone else.

Ask students why they think each law is needed.

Distribute the "Drug-Related Laws" handout and ask students to complete it. Discuss correct matches as students self-score their papers.

HEALTH - 3
HARMFUL HABITS

TOPIC: AVOIDING UNKNOWN LIQUIDS AND MEDICINES

OUTCOME: 27. Discuss reasons for avoiding unknown liquids and medicines.

ACTIVITY 9 - OUTCOME 27

Materials:
- Chalkboard
- Four labeled prescription bottles and four over-the-counter drug bottles (empty)

On the chalkboard, list the terms "medicine," "prescription," and "over-the-counter." Define these terms so that third graders can understand the difference between prescription drugs and over-the-counter drugs. Show students the examples of labeled medicine bottles and ask them to identify each of these medicine bottles as prescription medicines or over-the-counter medicines.

Divide the class into four groups and give each group a prescription drug bottle. Have each group decide if the label provides enough information for a third grader to know under what circumstances to take the medicine. Emphasize that, even though the dosage amounts and directions appear on the label, these medicines can be dangerous unless taken by the person whose name appears on the bottle. In addition, third graders should only take prescription medicine under the supervision of a parent or a responsible adult.

Next, give each group an over-the-counter medicine bottle. Have students read the labels and decide whether they would feel safe to take the medicine without help from an adult. Stress the fact that all medicines can be dangerous if not used properly. Although over-the-counter medicines may be purchased by anyone, the exact dosage and the best times to take these medicines can be different for children and adults. No medicines, prescription or over-the-counter, should be taken without the supervision of a parent or a responsible adult.

ACTIVITY 10 - OUTCOME 27

Materials:
- An assortment of household products
- Masking tape
- Paper strips (3" x 5") for each student

Use masking tape to cover the label of each household product. Label containers "A," "B," etc., or "1," "2," etc. Find containers that are similar in size and shape but contain different substances. Distribute several paper strips to each student. Hold up each container, one at a time. Ask students to guess the content of each container. Have them write the guess for each container on a strip of paper. Ask what clues they used to make each guess. Possible clues are the shape of the container and the color of the container. When all guesses have been discussed, ask students if it would be safe to drink or otherwise use the contents without truly knowing what they are. Next, uncover the labels to reveal the contents. Ask students if they still trust their original guesses and discuss reasons why it is dangerous to use liquids, medicines, or any substances that are not specifically known or identified.

HEALTH - 3
HARMFUL HABITS

TOPIC: REFUSING AND AVOIDING HARMFUL SUBSTANCES

OUTCOMES: 19. Review the reasons for refusing substances and for avoiding acts that harm the body.

40. Devise a variety of ways to say "no" to harmful substances and acts.

ACTIVITY 11 - OUTCOMES 19 and 40

Materials: • Chalkboard or chart paper

Have students identify what they believe to be harmful substances and harmful acts. Write their responses on the chalkboard or on chart paper. Ask students to tell why they think the acts and the substances they have identified are harmful. Tell students they have a right to say "no" to harmful acts and substances regardless of who confronts them. Discuss who might ask them to do things that are potentially harmful. Suggest possible ways of responding in these situations.

The following response techniques are taken from the Michigan Model for Comprehensive School Health Education, Michigan Department of Education:

1.	Say, "No, Thank You"	"Hey, want a cigarette?" "No, thank you"
2.	Be a Broken Record	"Have a beer." "No, I don't want a beer." "Come on, it's fun!" "I don't want one."
3.	Suggest Another Activity	"Let's go smoke." "No, thanks. I'm on my way to the movies. Want to come along?"
4.	Say Why Not, Giving A Fact	"Would you like to smoke some marijuana?" "No, it's against the law."
5.	Say Why Not, Stating a Feeling or Opinion	"Have a cigarette." "No, thanks, smoking is not for me."

ACTIVITY 11 (Cont'd) - OUTCOMES 19 and 40

Discuss each of these techniques. Encourage students to identify the advantages of these techniques and to know that some are more appropriate for certain situations than others.

Divide the class into five groups and allow each group to select a technique. Give each group five to eight minutes to devise a skit that incorporates that particular technique. If time permits, rotate the techniques and repeat the process.

HEALTH - 3

HELPFUL PEOPLE

NOTES TO THE TEACHER

Positive mental health is an essential part of one's total health and well-being. Mental health involves a person's ability to understand himself/herself and others. A mentally healthy person can accept his or her strengths and weaknesses, can handle problems, and knows when to ask for help with problems in life situations.

Activities in the Helpful People Unit cover two topics:

1. Dealing with Life Situations
2. Selecting Appropriate Persons for Assistance

Third-grade students need frequent practice with problem-solving situations. Problem-solving lessons are designed to develop a positive self-concept in students, a greater understanding of others, the ability to express personal needs and wishes, the ability to weigh benefits and consequences before acting, and the ability to develop and maintain effective relationships with others.

HEALTH - 3
HELPFUL PEOPLE

TOPIC: DEALING WITH LIFE SITUATIONS

OUTCOME: 35. Demonstrate skills needed in dealing with life situations.

ACTIVITY 12 - OUTCOME 35

Materials:
- Chart containing systematic problem-solving model
- 3" x 5" cards

Discuss each step of the systematic problem-solving model.

Systematic Problem-Solving Model

Step One:	What is the problem?
Step Two:	What could be done to solve it?
Step Three:	What could happen?
Step Four:	Which way is best?
Step Five:	How did it go?

Use a problem that arises between students on the playground or in the classroom. Have students analyze the specific situations and devise possible solutions by answering the five problem-solving questions. To ensure that the students understand the problem-solving process, work through three or four different problems as a class. A problem may be worked through in the following manner:

Step One: What is the problem?
Tiffiny is missing her lunch money.

Step Two: What could be done to solve it?
1. Tiffiny could look through her bookbag to see if the money is there.
2. She could ask her classmates if they have seen her lunch money.
3. She could tell the teacher.

Step Three: What could happen?

Idea One:	Tiffiny may find her money. Tiffiny may not find her money.
Idea Two:	A classmate may have seen her with it earlier and know where she put it. A classmate may offer to lend her lunch money.
Idea Three:	The teacher may lend Tiffiny lunch money. The teacher may let her call her mom to bring her lunch money.

ACTIVITY 12 (Cont'd) - OUTCOME 35

Step Four: Which ways are best?
Tiffiny should look in her bookbag first because she may have forgotten she put her money there. Then she should tell the teacher she does not have lunch money.

Step Five: How did it go?
Tiffiny told the teacher and borrowed lunch money for that day.

Over the next several sessions, walk students through the problem-solving model using the following problem situations.

1. Mark's mother is in the hospital and he has not seen her for a long time. Mark is afraid she may not come home, and he will never see her again. What could Mark do?

2. Margaret is babysitting with her younger sister, Mary. Mary falls while riding her bicycle and knocks out her front tooth. How could Margaret handle this emergency?

3. Allison has studied a long time for the multiplication test and is sure she will do well. Just before the test, Tracy asks if she can look at Allison's answers during the test. What should Allison do?

4. On the way home from school, some of the older children in the neighborhood dare Chuck to smoke a cigarette. How should Chuck respond?

5. Scott's family cannot afford to buy him designer clothes. His classmates tease him about his hand-me-downs. What can Scott do?

6. Keshia's dog, which she has had since she was a baby, suddenly disappears. Keshia feels as if she has lost a best friend. What could she do?

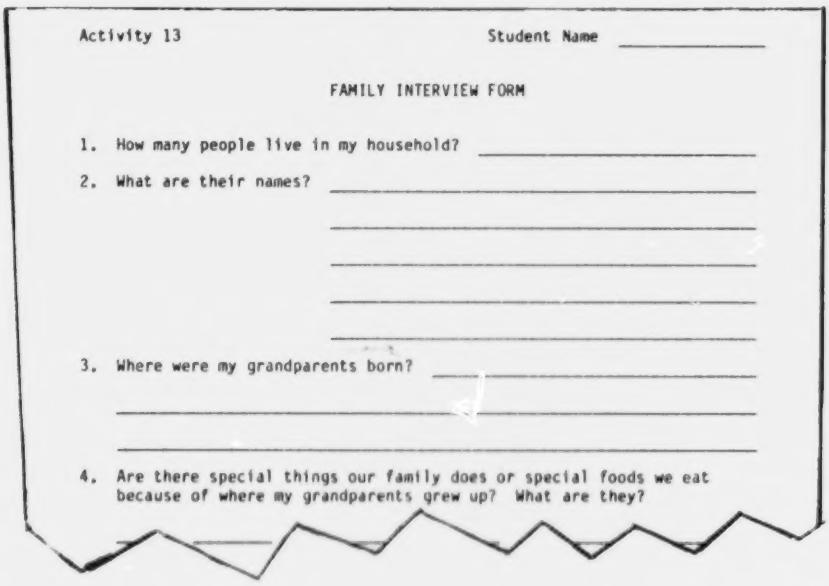
HEALTH - 3
HELPFUL PEOPLE

TOPIC: DEALING WITH LIFE SITUATIONS

OUTCOME: 36. Suggest reasons for differences among families and within the family.

ACTIVITY 13 - OUTCOME 36

Materials: • "Family Interview Form"
(Teaching Materials Section, p. 69-70)



Activity 13 Student Name _____

FAMILY INTERVIEW FORM

1. How many people live in my household? _____
2. What are their names? _____
_____
_____
_____
_____
3. Where were my grandparents born? _____
_____
_____
4. Are there special things our family does or special foods we eat because of where my grandparents grew up? What are they?
_____

Introduce this lesson with a class discussion about who lives in the students' households (examples: immediate family members, extended family members, and friends). Ask students where (geographic area[s]) their parents and/or grandparents were born and reared and how it has influenced their family. Then, let students identify responsibilities each family member has.

Let students discuss their families' attitudes about various values (examples: religion, work habits, relatives, and visitors) and/or cultural beliefs (examples: politics, language, and social life).

ACTIVITY 13 (Cont'd) - OUTCOME 36

Have students use the "Family Interview Form" to interview family members. After students have completed their interviews, let them compare and discuss their findings to determine ways in which families are similar or different. Ask students to discuss how knowing more about a family's beliefs and practices could make them feel more comfortable when visiting with that family.

HEALTH - 3
HELPFUL PEOPLE

TOPIC: SELECTING APPROPRIATE PERSONS FOR ASSISTANCE

OUTCOME: 14. Identify the roles of persons available for assistance with personal or family health problems.

ACTIVITY 14 - OUTCOME 14

Materials:
- Chart paper
- Magazines
- Construction paper
- Scissors
- Glue
- Chalkboard

Tell students that there are people in the community who are trained to provide services to those with personal or family health problems. Ask students if they can identify those resource persons. Record their answers on the board (examples: physicians, nurses, social workers, clergy, teachers, dentists, emergency medical technicians, occupational therapists, opticians, pharmacists).

Divide the class into groups of three or four students. Assign each group a resource occupation. Have each group select a recorder who will be responsible for writing the group's findings. Ask students in each group to brainstorm ways the resource person can assist with either a family or personal health problem. Then ask each group to report their findings to the class. Record their responses on a chart. Encourage class discussion of each group's ideas.

Ask each group to make a "Health Helpers" booklet. A picture of a helping professional may be posted on the front cover of the "Health Helpers" booklet. Inside the booklet, the group will include the information from their small-group discussions and any pictures from magazines that depict the role of the helping professional.

HEALTH - 3
HELPFUL PEOPLE

TOPIC: SELECTING APPROPRIATE PERSONS FOR ASSISTANCE

OUTCOME: 22. Discuss some appropriate occasions for telephoning a physician.

ACTIVITY 15 - OUTCOME 22

Materials: • Chalkboard

Discuss with students the information to give when calling a physician (examples: name, problem, address, time the accident or illness occurred, and phone number of the victim).

List the following situations on the chalkboard.

1. You stubbed your toe while running.
2. You were bitten by a snake while picking berries.
3. You have an upset stomach after eating lunch.
4. You broke your arm playing ball.

In each situation, have students decide whether or not it is appropriate for their parents to call a doctor. Help students realize that the degree of severity of the situation determines if a physician should be called. Divide the class into four groups. Ask each group to think of other occasions when it is appropriate for their parents to telephone a physician. List their responses on the chalkboard and discuss.

HEALTH - 3
HELPFUL PEOPLE

TOPIC: SELECTING APPROPRIATE PERSONS FOR ASSISTANCE

OUTCOMES: 15. Explain procedures for reporting physical, sexual, and emotional abuse to a responsible adult.

37. Practice coping skills needed to deal with personal abuse.

ACTIVITY 16 - OUTCOME 15

Materials:
- Chalkboard
- Various pictures

NOTE: The following is provided as information for the teacher.

Congress has defined child abuse as the "physical or mental injury, sexual abuse, negligent treatment, or mistreatment of a child under the age of 18 by a person who is responsible for the child's welfare under circumstances which indicate the child's health or welfare is harmed or threatened" (U.S. Department of Health, Education, and Welfare, 1975, p.1).

NOTE: For students, it may be necessary to define physical abuse as non-accidental physical injury to a child by harsh punishment, cruelty, or even torture. Explain sexual abuse as an uncomfortable touch on the part of the body covered by a bathing suit. Emotional abuse is when a child is ignored, isolated, continually shamed, ridiculed, teased, or shouted at.

Ask students to identify words that describe feelings. Assist students in placing these words into one list of comfortable feelings and another list of uncomfortable feelings. Next, ask students to identify situations in which uncomfortable feelings may occur.

Draw an analogy between animal and child abuse for students by asking them to apply the ideas in the definitions of physical and emotional abuse to their pets; for example, is it abusive to hit a pet with a newspaper? To kick a pet? To yell at a pet all the time? Is this true for human beings too?

ACTIVITY 16 (Cont'd) - OUTCOME 15

Ask students whom they will tell if they see someone abusing their pets? Whom will they tell if they see a friend being abused? Whom will they tell if they are being abused?

Discuss with students that sometimes they need to say "no" to adults but that it is difficult to do. Use pictures to depict situations in which children might want to say "no." Discuss these pictures with students.

HEALTH - 3

BODY DEVELOPMENT

NOTES TO THE TEACHER

Growth and development are continuous processes that take place throughout life. A person's growth and development are affected by heredity, environment, and behavior. An individual inherits many growth patterns from parents and has very little control over these growth characteristics. The environment also affects how an individual grows and develops. One's behaviors are directly related to one's attitudes about health.

Activities in the Body Changes Unit cover two topics:

1. Acquiring a Healthy Body
2. Defending Against Disease

Students in the third grade have a great curiosity about the body and how it works. The activities in this unit provide an opportunity to help students recognize the miracle of the human body and the importance of taking good care of it.

HEALTH - 3
BODY DEVELOPMENT

TOPIC: ACQUIRING A HEALTHY BODY

OUTCOME: 6. Explain some of the influences that heredity and environment have on individuals.

ACTIVITY 17 - OUTCOME 6

Material: • Chalkboard

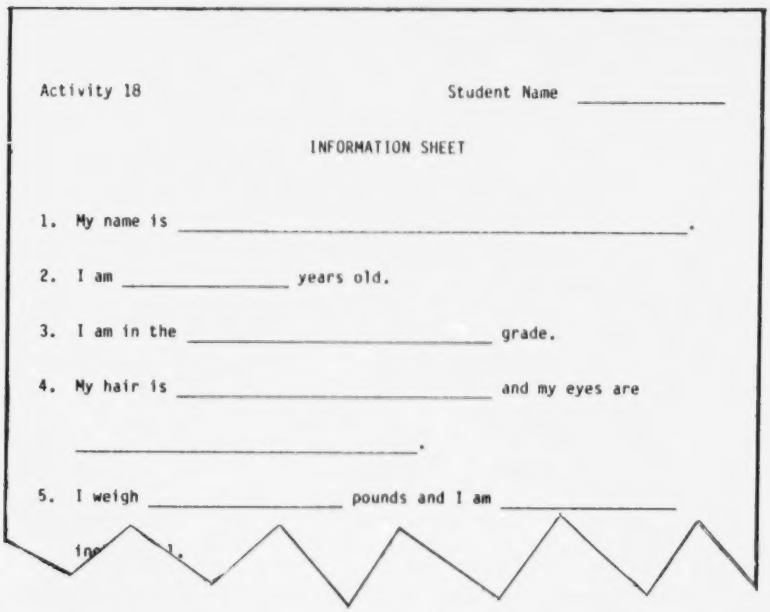
Explain that each person is unique and different. No one is exactly like someone else. People differ in physical characteristics, beliefs, likes, dislikes, and talents.

Write "heredity" and "environment" on the chalkboard. Explain the meaning of each word. Give examples of how each influences preferences, appearances, and attitudes (examples: heredity--blue eyes instead of brown; environment--prefer country music instead of classical music).

Make two columns on the chalkboard. Label one "Heredity" and the other "Environment." Ask students to place in the correct column each of the following: friends, hair color, home, height, school, body shape, movies and TV, neighborhood, and resistance to disease (Be sure that resistance to disease is placed in both columns.). Have students explain their choices.

ACTIVITY 18 - OUTCOME 6

Materials:
- Stapler and Staples
- Small hand mirrors
- Crayons or markers
- Poster paper
- "Information Sheet"
  (Teaching Materials Section, p. 71)



Activity 18 Student Name _____

INFORMATION SHEET

1. My name is _____.
2. I am _____ years old.
3. I am in the _____ grade.
4. My hair is _____ and my eyes are _____.
5. I weigh _____ pounds and I am _____ inches tall.

Ask each student to look in a mirror and draw a self-portrait on a piece of poster paper. Then, provide each student with a copy of the information sheet to complete and to staple beneath the self-portrait.

Ask each student to choose a partner and discuss their similarities and differences.

HEALTH - 3
BODY DEVELOPMENT

TOPIC: ACQUIRING A HEALTHY BODY

OUTCOME: 1. Explain the relationship between the muscular and skeletal systems.

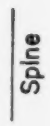
ACTIVITY 19 - OUTCOME 1

Materials:
- Chalkboard
- Model of skeleton or picture of skeleton
- Crayons
- White construction paper

Write the word "system" on the chalkboard. Explain that the body is made up of organs and parts that work together. One body system is the skeletal system. All the bones join together to form a skeleton. The skeleton gives the body shape. The following material has been adapted from: Keeping Healthy and Strong, Ginn & Company, 1954.

Tell students that the lines of the following drawings represent the bones of the body. (Draw on the board while students copy the drawing on construction paper.)

First, draw a vertical line. This line stands for the backbone or spine, which is made up of 33 small bones. Have students feel the bones of the spine by running their fingers down the middle of the back. The spine is the most important set of bones because it supports all the other bones.

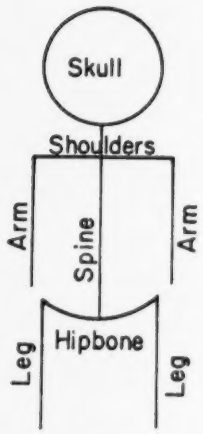


Second, draw a circle on top of the vertical line that represents the spine. The circle stands for the skull. The upper and back parts of the skull are made up of eight bones which fit together tightly. The bones protect the brain from ordinary bumps and blows. Thirteen bones at the front of the skull form the face. The only moveable bone is the lower jawbone, which moves up and down and sideways when chewing.

In order to represent the shoulders, draw a line slightly below the skull. Draw a curved line at the bottom of the spine to represent the hipbone. The bones of the shoulders are a long, narrow collarbone and the shoulder blades. Each shoulder blade has a socket into which the armbone fits. The hipbone is thick and heavy. In the outer part of each hipbone there is a socket into which the upper legbone fits.

ACTIVITY 19 (Cont'd) - OUTCOME 1

To illustrate the arms and legs, draw lines down from the tips of lines representing the shoulders and hips. The arm and leg bones are long and nearly straight. The long armbones make it possible to make large movements, as in throwing and climbing. The long legbones make it possible to make large movements, as in running, walking, jumping, and skating. The many bones of the wrists, fingers, ankles, and feet are short. They make it possible to make small movements, like wiggling the fingers and toes.



ACTIVITY 20 - OUTCOME 1

Materials:
- Chalkboard
- Picture or chart of muscular system
- Ball (tennis, basketball, or softball)

Write the following vocabulary words on the chalkboard: "muscular system," "voluntary muscles," and "involuntary muscles". Explain that the bones of the skeleton move only when pulled by muscles.

Muscles that move when desired are called voluntary muscles. Voluntary muscles work in pairs to bring about movement. One muscle in a pair gets tight and shortens while the other relaxes and lengthens. Use the biceps to demonstrate this muscular movement for students. Ask students to demonstrate the same movement.

Explain that the brain orders the voluntary muscles to move as we desire. The orders go from the brain along nerve tracts to the correct muscles. Demonstrate this action by throwing a ball to selected students for them to catch. Explain that orders from the brain make the muscles of the hand work to catch the ball.

Draw a line on the floor. Ask students to stand a certain distance from the line and attempt to jump over it. Explain that orders from the brain make the muscles in the legs work, creating the ability to jump.

Explain that muscles that work without orders from the brain are called involuntary muscles. These muscles bring about movements in the organs of the body. A person cannot start or stop the movements of these muscles. Examples of involuntary muscles are the heart, stomach, and lungs.

ACTIVITY 21 - OUTCOME 1

Materials: • Flexible straws

Explain to students that the straight part of the straw represents the bone. The flexible section represents the muscle. Bend the straw to the right. Show students how the inside area of the flexible ring has contracted and the outside area has expanded or stretched. This represents the muscle partners working together to cause movement of the bones.

Repeat by bending the straw to the left. Point out the contracted and expanded parts of the muscles in relation to the direction of the bone movement.

ACTIVITY 22 - OUTCOME 1

Materials: • Wooden plank placed flat on the floor or ground

Remind students that the bones and muscles work together to maintain balance in moving about and in standing. The following stunts show how the bones and muscles work together as a person moves along on a narrow surface. As each member of the class does these stunts, have the others watch the movements made to keep balanced.

1. Walk along the plank and touch one knee to the beam after each step.
2. Walk the length of the plank backward, balancing on one foot and stretching the other foot backward after each step.

Ask students to notice what happens when they walk. Ask them to stand with feet together. Have them step forward on the left foot, noticing that the heel rises on the right foot, and the right leg is stretched backward. Explain that when one leg moves forward, the other leg stretches backward to keep the weight even from front to back.

HEALTH - 3
BODY DEVELOPMENT

TOPIC: ACQUIRING A HEALTHY BODY

OUTCOMES: 2. Discuss reasons why certain behaviors are factors in maintaining optimum health.

12. Discuss behavioral patterns that indicate positive attitudes toward maintaining health.

31. Demonstrate behavioral patterns that indicate positive attitudes toward the maintenance of optimum health.

ACTIVITY 23 - OUTCOMES 2, 12, and 31

Materials:
- Chalkboard
- "Health Survey Form"
  (Teaching Materials Section, p. 72)

Activity 23 Student Name _____

HEALTH SURVEY FORM

1. How much sleep or rest is required by a person my age?

_____

2. How much sleep do I get?

_____

3. How long should a person my age exercise each day?

_____

4. On the average, how long do I exercise each day?

_____

5. By the third grade, what immunizations should I have had?

_____

_____

6. Which immunizations have I had?

_____

_____

7. What is a proper diet?

_____

_____

8. Do you think I eat the proper amounts of required foods for a balanced diet?

_____ _____ _____ _____

ACTIVITY 23 (Cont'd) - OUTCOMES 2, 12, and 31

Discuss terms used on the "Health Survey Form" and words that may be used in the parent's responses. Especially consider answers for item number five on the form. Ask students to survey their parents using the form. After the survey is completed, use the survey as a basis for class discussion of the following questions:

1. Why are behaviors listed on the survey factors in maintaining optimum health?

2. Why are getting the proper amounts of sleep, exercise, and foods and visiting the doctor and dentist for regular checkups behaviors that indicate positive attitudes toward maintaining health?

3. What positive and negative effects do these behaviors have on physical, emotional, and social health? (Examples of these effects include the benefits of sufficient sleep as being alert, being more attentive, performing functions with more safety consciousness, being more sociable and less irritable, and having more energy to do fun things.)

4. How do good health habits make people feel about themselves? How do these behaviors reflect self-image?

Let students compare their survey results by recording answers to Questions 2, 4, and 10 on the board. Determine the average number of hours of sleep and the average number of hours of exercise students get each day. Find out how many students have had a medical and/or dental checkup in the past year. Have the class members use their survey forms to develop a list of healthy habits. Give students an opportunity to share their lists in class.

HEALTH - 3
BODY DEVELOPMENT

TOPIC: ACQUIRING A HEALTHY BODY

OUTCOME: 4. Relate factors regarding weight control to consequences of physical health.

ACTIVITY 24 - OUTCOME 4

Materials:
- Oversized clothing
- Newspapers
- Leg weights

The major emphasis of this activity is to help children recognize that gaining excess weight makes it difficult for them to move around, exercise, and otherwise enjoy life. It should also be stressed to the students that overweight conditions are not always the fault of the individual, but can result from physiological and/or genetic factors beyond their control. Students should be more sensitive to the problems of overweight individuals after this activity. It could also be useful in helping students realize that those factors within their control (increased exercise and physical activity) will help people maintain proper body weight and lose weight when necessary.

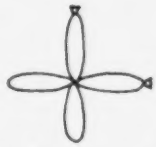
Ask for a volunteer to experiment with being overweight. Have the student put on oversized clothing. Stuff the garments with newspapers. Strap on leg weights. Let the class go to a nearby staircase and ask the student volunteer to go up and down the stairs several times. Let the student describe how it feels to carry around the excess weight. Explain to the class how much harder the heart must work when a body has excess weight. See if the students can find other ways being overweight can interfere with good physical health.

Explain that the student has to make adjustments in movements to compensate for the new "weight" problem. Have the student perform various activities before and after the "weight gain" such as jumping jacks and toe touches. This will help all students appreciate how weight is a major factor in movement.

ACTIVITY 25 - OUTCOME 4

Materials: • 6 long balloons

Show the students two balloons and explain that they will be used to form a person. Blow an inadequate amount of air into the balloons. Attempt to shape the balloons to form a person. This is done by twisting one balloon around the other.



Hold the balloons together because there will not be enough air in the balloons for them to stay together. Explain that this person may be underweight due to eating too little food and getting improper exercise. Because of these habits, this person has a weak body. Demonstrate the weak body by showing that the balloons are not strong enough to stay together.

Show the students two other balloons and explain that they will be used to form another person. Blow an excessive amount of air into the balloons. Attempt to shape the balloons to form a person. This time, the balloons will not twist around each other. Explain that this person is overweight. Explain that a person in this condition cannot move easily, just as the balloons cannot twist around each other.

Show the students two more balloons and explain that they will be used to make another person. Blow an adequate amount of air into these balloons. Twist them into a person.

These should stay without being held together. Explain that this person eats the proper amount of food and gets the proper amount of exercise. As a result of these habits, this person is strong, healthy, moves easily, and is happy. Draw a happy face on the balloon person.

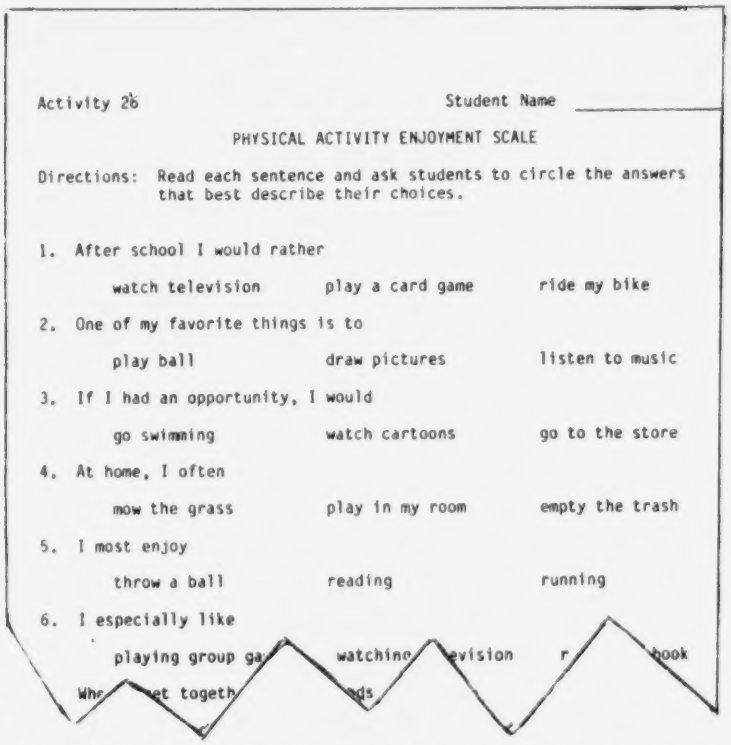
HEALTH - 3
BODY DEVELOPMENT

TOPIC: ACQUIRING A HEALTHY BODY

OUTCOME: 33. Demonstrate enjoyment of regular participation in the physical education activities of an exercise program.

ACTIVITY 26 - OUTCOME 33

Materials:
- Watch with second hand
- "Physical Activity Enjoyment Scale" (Teaching Materials Section, p. 73)



Activity 26 Student Name _____

PHYSICAL ACTIVITY ENJOYMENT SCALE

Directions: Read each sentence and ask students to circle the answers that best describe their choices.

1. After school I would rather

watch television | play a card game | ride my bike

2. One of my favorite things is to

play ball | draw pictures | listen to music

3. If I had an opportunity, I would

go swimming | watch cartoons | go to the store

4. At home, I often

mow the grass | play in my room | empty the trash

5. I most enjoy

throw a ball | reading | running

6. I especially like

playing group ga | watchino evision | r book

Whe et togeth | ds

Discuss with the class the importance of exercise. Regular exercise is important to mental and physical health. We can relax and forget being angry or tense when we are involved in physical activity. Regular exercise helps us sleep better and keeps us from feeling tired. Exercise burns up fat so that overweight people can use physical activity to help them lose weight if they eat appropriate foods. Exercise can also stimulate the appetite, so it can be useful for people who need to gain weight. Exercise causes the heart to pump faster which gets more oxygen to the brain and muscles and makes them healthier. It also makes our lungs stronger.

ACTIVITY 26 (Cont'd) - OUTCOME 33

Have students run in place for one minute. (This may need to be a playground activity.) At the end of the minute, demonstrate how to place a hand over the heart to feel the beating. Ask them to place one hand over their hearts. Can they tell that running causes their hearts to pump faster? As it does, it is carrying oxygen to all parts of the body. This is good for everyone. Ask students if running in place made them tired. Ask if it was necessary for some students to stop before the minute was over. This might mean they are not physically fit. Explain that people usually do those things they enjoy. When people do something on a regular basis, it becomes a habit. Ask students if they have a habit of regular exercise. Let students name a physical activity in which they regularly engage and explain why they enjoy it.

Ask students to complete the "Physical Activity Enjoyment Scale" handout. Discuss the amount of physical activity connected with each answer. Have students count the number of times they circled the answer that involves the most physical exercise (example: ride a bike). Ask them to consider whether or not they spend too much time watching television instead of being physically active. (Explain that physical activity can involve organized sports, dancing lessons, walking the dog, sweeping the walk, riding a bike, etc.)

Perhaps class members should set a goal to increase the amount of exercise they get after school.

An example could look like this:

"I will ride my bike for at least 20 minutes every afternoon after I get home from school."

_____
Student's Signature

Then, have students devise a chart for monitoring their progress on a daily basis.

HEALTH - 3
BODY DEVELOPMENT

TOPIC: ACQUIRING A HEALTHY BODY

OUTCOMES: 3. Know the nutrient content of the four basic food groups and understand the consequences of the lack of nutrients.

5. Describe the consequences to physical health caused by the consumption of excessive amounts of sugar, caffeine, and salt.

ACTIVITY 27 - OUTCOMES 3 and 5

Materials: • Resource books (health texts)

Divide the class into groups of three students each and assign each student one of the following topics: sugar, caffeine, or salt. Next divide students into three "expert teams" according to the assigned topics. Each "expert team" researches the consequences to physical health caused by the excessive consumption of sugar, caffeine, or salt. The "expert team" members then return to their original groups and teach those group members what was learned about their particular topic.

Students will be looking for information such as:

1. sugar--Excessive amounts of sugar can cause weight gain and tooth decay. It can aggravate problems such as diabetes and hyperactivity. Sugar has no nutritional value.

2. caffeine--Excessive amounts of caffeine can increase problems with the nervous system, can aggravate heart and artery problems, and can irritate the stomach lining.

3. salt--Too much salt causes potassium to be lost, fluid retention, dizziness, and bloating in legs and face.

Follow the same procedure using groups of four students. Assign each "expert team" student the following: a basic food group to study, the nutrient content of the food group, and the consequences when the body lacks the nutrients.

ACTIVITY 27 (Cont'd) - OUTCOMES 3 and 5

A format for reporting information might be similar to this chart:

BASIC FOOD GROUPS	NUTRIENT CONTENT					
	Carbohydrates	Minerals	Vitamins	Proteins	Fats	Water
Milk Group	X	X	X		X	X
Fruit and Vegetable Group		X	X			X
Meat Group		X	X	X	X	X
Bread and Cereal Group	X		X			

Be sure that students include information about what happens when a person's diet is deficient in nutrients (malnutrition).

Once all group topics have been completed, divide the class into small groups again. Have each group develop a true/false test containing items that address the information learned. Some sample questions may include:

F 1. The body gets most of its energy from water.
T 2. Many nutrients are found in more than one food.
T 3. A person should eat foods from all the basic food groups daily.

Allow groups to exchange tests and cooperatively complete them. Students may discuss answers and reach group consensus before writing the answers to test items.

HEALTH - 3
BODY DEVELOPMENT

TOPIC: ACQUIRING A HEALTHY BODY

OUTCOME: 13. Describe some ways to maintain healthy teeth.

ACTIVITY 28 - OUTCOME 13

Materials:
- Stapler and staples
- White construction paper for each student
- "Tooth Pattern" (Teaching Materials Section, p. 74)

Invite a dentist or a dental hygienist to the classroom to demonstrate the following methods of oral hygiene: brushing, flossing, and rinsing with flouride. Ask the presenter to discuss preventive techniques of oral hygiene such as avoiding sweets and junk foods, having regular checkups, and practicing oral safety (not chewing hard candy or using teeth as tools). Ask the presenter to bring models of teeth with and without cavities.

Give each student a piece of white construction paper and a "Tooth Pattern." Ask students to trace a tooth pattern on the paper and cut to decorate the cover of a Teeth Care booklet. Using the "Tooth Pattern," cut several sheets of lined paper to make the pages for the booklet. The pages should be stapled to the cover. Have students outline or list steps in maintaining healthy teeth. Possible sections or topics to be covered in the booklet could include the following:

Following Rules for Proper Teeth Care
Brushing My Teeth
Flossing My Teeth
Avoiding Sweets
Practicing Oral Safety
Visiting My Dentist
Keeping Track of Brushing (Calendar)

HEALTH - 3
BODY DEVELOPMENT

TOPIC: DEFENDING AGAINST DISEASES

OUTCOMES: 8. Discuss environmental conditions that promote development of disease-causing organisms.

11. Explain why heat is used as a part of the purification process.

ACTIVITY 29 - OUTCOMES 8 and 11

Materials:
- Sample of pond water
- Microscopic slides
- Microscope
- Dry peas and beans
- Powdered milk
- Water
- Four small glasses
- Two slices of bread
- Two dishes
- Pot
- Hot plate or Bunsen burner

The following activity was adapted from the Pickens County Public Schools' Comprehensive Health Education Plan, 3rd grade.

Prior to conducting the following experiments, lead a class discussion about the conditions necessary for germs to grow (warm, dark, moist places). Emphasize that bacteria can be killed by dryness, strong, light, or very high temperatures.

Experiment 1: Collect a sample of pond water and let students examine a drop under a microscope. Focus attention on the various microbes found in the drop of water. Reserve the remainder of pond water for use later.

Experiment 2: Place some dried peas or beans in a small glass. Place some powdered milk in another glass. In a third glass, place some dried peas or beans and add enough water to cover them. Add several tablespoons of water to powdered milk placed in a fourth glass. Observe the growth of bacteria after several days.

ACTIVITY 29 (Cont'd) - OUTCOMES 8 and 11

Experiment 3: Place a piece of moist bread in a dish and put it in a dark place. Place a piece of dry bread in another dish and put it in the sunlight. Observe experiments two or three times over a period of several days to see which piece of bread molds.

Experiments 2 and 3 may be conducted concurrently and should be followed by class discussion focusing on the conditions that promote bacterial growth.

Experiment 4: Heat the remaining pond water to the boiling point. Place a drop on a slide and let students examine it under the microscope. Focus attention on the reduction in the number of microbes from the number found in the observation of the pond water in Experiment 1.

Ask students to identify conditions under which bacteria growth is retarded (sunlight, dryness, heat). Ask students to determine processes when heat is used to purify substances (food, milk, and milk products), and to determine why heat is used.

HEALTH - 3
BODY DEVELOPMENT

TOPIC: DEFENDING AGAINST DISEASES

OUTCOME: 9. **Discuss the factors that strengthen the body's natural defense system to help prevent germ entry and/or disease development.**

ACTIVITY 30 - OUTCOME 9

Materials: • Resource materials

Explain to students that germs live and grow almost everywhere. They live inside our bodies, in the air, in food, and in water. Stress the fact that there are steps that people can take to prevent germ entry into the body and disease development. Examples include:

1. vaccines,
2. sewage treatment,
3. food preservation,
4. water purification,
5. antibiotic drugs, and
6. skin (protects against many germs).

Have each student write a story about a germ trying to get into the body from the germ's point of view. Suggest that they include obstacles for the germ to encounter such as good general health, sound personal health habits, care of wounds, and antibody protection. Various methods of spreading and/or acquiring diseases should also be emphasized, such as:

1. sneezing,
2. coughing,
3. using unwashed eating or drinking utensils after an infected person,
4. having cuts in skin or open wounds, or
5. being bitten by an animal.

Encourage students to use any available resource materials to aid in developing their stories. They may include illustrations if they wish. Allow volunteers to share stories with the class.

HEALTH - 3
BODY DEVELOPMENT

TOPIC: DEFENDING AGAINST DISEASES

OUTCOME: 10. Explain that intestinal parasites may cause diseases.

ACTIVITY 31 - OUTCOME 10

Materials:
- Chart
- String
- Chalkboard

Before beginning this activity, prepare a chart containing the following information:

Description:

1. pinworms - 1/4 inch in length
2. hookworms - 1/2 inch in length, white color
3. tapeworms - three types that vary in length by type from 12 to 30 feet

Method of Infection:

1. pinworms - enter through the skin by handling contaminated objects such as toys or by sitting on toilet seats that are contaminated with pinworm eggs

2. hookworms - enter through the skin of the feet when people go barefoot on a damp, polluted, and infected ground where hookworm larvae live

3. tapeworms - enter through digestive system if beef, pork, or fish, that is not thoroughly cooked, is eaten.

Effects:

1. pinworms - cause loss of sleep, restlessness, nervousness, itching in the rectal area

2. hookworms - cause loss of energy, easily fatigued after slight exertion, perpetual tiredness

3. tapeworms - causes stomachache, nausea, diarrhea

ACTIVITY 31 (Cont'd) - OUTCOME 10

Begin this activity by defining "organism" as a living thing. Give examples of small organisms such as ants and fleas and large organisms such as elephants and whales. Give students the opportunity to name other small and large organisms.

Define the word "parasite" as an organism that grows, feeds, and is sheltered in or on another organism. Tell them that a parasite usually lives at the expense of the organism on which it feeds. Use examples such as fleas and ticks on dogs.

Explain to students that there are parasites that live inside other organisms. An example of this type of organism is intestinal parasites, which live and feed inside the intestines of larger organisms. These parasites cannot usually be seen, so people may not know they are infected. Intestinal parasites can cause disease, especially in humans.

Use the chart and describe these three types of intestinal parasites and discuss their differences. To give students an idea of what these worms are like inside the intestines, measure and cut string into 1/4 inch, 1/2 inch, and 12 foot lengths. Students can readily see how pinworms and hookworms (1/4 inch and 1/2 inch lengths) can live inside the intestines. Take the 12-foot length of string and have a student crumple it and hold it tightly in his or her hand. Open the student's hand and show the class that a longer parasite such as a tapeworm can live and feed in a small place by winding itself into a small heap.

Use information from the chart to explain how intestinal parasites enter the body. Discuss the symptoms of persons or animals with each of these three parasites. Using the methods of transmission from the chart, ask students to think of ways to avoid being infested by pinworms, hookworms, and tapeworms. List these on the chalkboard.

To avoid frightening students about infection in humans due to parasite infestation, focus attention on animal infestation. A veterinarian may be invited to the classroom to discuss infestation, treatment, and prevention of intestinal parasites in animals.

HEALTH - 3

HEALTH INFORMATION

NOTES TO THE TEACHER

Consumer health is an important aspect of our daily lives. It is important that students begin to recognize their roles as health consumers. Students at this age make some purchases on their own, and they also influence the purchases made by their parents. It is vitally important for third-grade students to become aware of the many factors that influence choices in the selection of health products and services.

An individual's health is influenced by many environmental factors. Students need to be aware of ways they can help promote the health of their community and identify the many people in the community who help protect the health and safety of the community.

Activities in the Health Information Unit cover two topics:

1. Locating Information
2. Living Safely

HEALTH - 3
HEALTH INFORMATION

TOPIC: LOCATING INFORMATION

OUTCOME: 20. Discuss the importance of accurate health information.

ACTIVITY 32 - OUTCOME 20

Materials:
- Newspaper and magazine advertisements for health products
- Yellow pages of telephone books

Ask students if they pay attention to advertisements of health products on television and in newspapers and magazines. Show students selected newspaper and magazine ads. Look at words and phrases that are used to sell products through ads (examples: best, better, largest selection, friendly, and quality workmanship). Use the following questions for discussion:

1. Where do we get our health information? (television, newspaper, hospitals, health agencies, etc.)
2. How can we depend on getting truthful information? (Government agency monitors ads.)

Divide the class into groups of three students each. Give each group the yellow pages portion of a telephone book and have them search for words and phrases that influence buyers. Call attention to graphics that are used in the ads. Some graphics are used to inform, such as the symbol indicating a certified or licensed service. Other symbols are put in the ad to sway the consumer, such as a picture of a heart that represents "caring." Conclude this activity by discussing reliable sources for health information (examples: doctors, nurses, and pharmacists).

HEALTH - 3
HEALTH INFORMATION

TOPIC: LIVING SAFELY

OUTCOME: 26. Determine situations and/or procedures that could be health hazards in home and school environments.

ACTIVITY 33 - OUTCOME 26

Materials:
- Scissors
- Glue
- Markers
- Stapler
- Construction paper

Begin class discussion by defining a "health hazard" as any situation that can threaten health and total well-being. Next, ask students to identify specific health hazards in the school environment. These hazards may involve the classroom, the playground, the cafeteria, the restrooms, the bicycle parking area, or the bus/automobile loading area. Have students identify one or two potential hazards for each of these school areas. Divide the class into groups of three or four students each and provide them with supplies for making a Health Inspector's Notebook. Assign specific tasks to each group member, such as having the person with the best penmanship write the list of health hazards and having the best artist in the group design the notebook cover. After notebooks are assembled, ask each group to go (with adult supervision) to a designated area (classroom, playground, cafeteria, restrooms, bicycle parking area, or bus/automobile loading area) and to list additional health hazards they identify. Let each group share their findings and have the class discuss possible solutions for each hazard. Health hazards may be described or illustrated in the Health Inspector's Notebook.

Let students, who are now familiar with the inspection process, analyze their own homes and neighborhoods for health hazards. Ask them to write down what they find. Review the similarities and differences in what the students found. For example, is there one type of safety hazard that was most commonly found? Ask them to suggest reasons for any differences. Have the class suggest solutions to the health hazards they found at home. To make the task seem more official, students can make and wear Health Inspector Badges. Students can report periodically on improvements that have been made to make their homes safer and healthier places.

This activity can be extended by having students develop a list of suggested health-hazard resolutions for a group of student representatives to take to the school principal to show their involvement and concern for a safe school environment.

HEALTH - 3
HEALTH INFORMATION

TOPIC: LIVING SAFELY

OUTCOME: 29. Discuss different organizations that furnish information to prevent accidents and minimize safety hazards.

ACTIVITY 34 - OUTCOME 29

Materials:
- Chalkboard
- Pamphlets from safety organizations

Explain to students that there are organizations that help teach us about safety and accident prevention. Next, ask students to identify the organizations they know. This list may include the American National Red Cross, the YMCA, Boy and Girl Scouts of America, the Public Safety Department, the Park and Recreation Authority, and the National Forestry Association. Write the list on the chalkboard.

Divide the class into four or five groups and assign one of the organizations listed on the board to each group. Ask each group to use pamphlets and other information to research how the assigned organization helps prevent accidents and minimize safety hazards. (examples: pamphlets, training programs, home inspections, etc.). Establish a deadline for group reports.

Ask each group to assign a different responsibility to each group member, including one person to make the oral report. If the group prefers, their report may be presented as a skit, interview, puppet show, or panel discussion. Encourage each group to include pictures, charts, and/or posters in their report.

Initiate a class discussion after each report.

HEALTH - 3
HEALTH INFORMATION

TOPIC: LIVING SAFELY

OUTCOMES: 28. Discuss the importance of rules regarding bicycle safety and water safety.

30. Discuss various environmental hazards related to water.

ACTIVITY 35 - OUTCOMES 28 and 30

Materials:
- Poster boards
- Markers, paint, or crayons
- "Hand Signals" (Teaching Materials Section, p. 75)

Explain that this activity is concerned with bicycle and water safety.

Ask students how many of them own bicycles. Ask students which ones ride bicycles to school. Then, ask them to identify some potential hazards for bicycle riders, such as the following:

1. Riding over drainage gates
2. Carrying too many packages or books on bikes
3. Turning without signaling
4. Wearing floppy, wide-legged pants that could get entangled with a bicycle's moving parts
5. Riding double
6. Not watching where one is going
7. Swerving in front of motorists
8. Not signaling a turn to motorists
9. Not observing street signs

Use the "Hand Signals" illustration from the Teaching Materials Section and review signals that communicate an intention to turn, slow down, or stop. Discuss why the hand signals are important. Ask students to demonstrate signals.

turn right

turn left

ACTIVITY 35 (Cont'd) - OUTCOMES 28 and 30

stop/slow down

Tell the class that just as there are safety considerations when riding a bike, there are also safety rules to consider when one is in or around water. Ask how many students can swim. Discuss how the water can be dangerous even for those who can swim. Discuss the accidents that can occur when people disregard water-safety precautions. Identify causes of water-related accidents, such as:

1. being careless,
2. showing off,
3. being too rough,
4. failing to wear life jackets,
5. swimming in water that is deeper than one is comfortable with or capable in,
6. swimming when a lifeguard is not on duty,
7. swimming even when one doesn't feel well--tired, chilled, overheated,
8. swimming alone, and
9. diving head first into shallow or unknown water.

To culminate the activity, let students make bicycle or water safety posters. These posters should reflect accident precautions. Mount the posters in the classroom to remind students about ways in which they can safely enjoy their environment.

HEALTH - 3
HEALTH INFORMATION

TOPIC: LIVING SAFELY

OUTCOME: 24. Explain some appropriate procedures for keeping school, home, and community environments clean and free from litter.

ACTIVITY 36 - OUTCOME 24

Materials:
- Poster board or chart paper
- Markers
- Chalkboard

Begin a class discussion by asking students if they know the meaning of the word "environment." Explain that the environment includes all the things that are around us or influence us (examples: air, water, land, people, and buildings).

Ask students what could happen if the environment is not kept clean and free from litter, and record their responses on the chalkboard. Emphasize that keeping the environment clean is everybody's job in the community. Write the headings "Home," "School," and "Community" on the chalkboard. Divide the class into three groups and assign each group one environment (home, school, or community). Ask each group to choose one person to record the list of appropriate procedures for keeping a litter-free environment (examples: do not throw gum wrappers on the ground, secure garbage cans so dogs will not turn them over, etc.). Have each group report their ideas to the class.

Provide each group with materials to make a poster or chart. The posters are to reflect appropriate procedures for keeping a litter-free environment. Display posters or charts.

To extend this activity, ask the class if they think the playground at school is litter-free. Take the class to the playground to pick up litter. Return to the classroom and discuss the need for a clean-up campaign for the school. Organize a clean-up campaign, if appropriate.

HEALTH - 3

POSITIVE IMPRESSIONS

NOTES TO THE TEACHER

Social health involves how we relate to other people. A socially healthy person is one who gets along well with others and can meet people and make new friends.

Many of the things called good manners are really signs of respect for others. It is important for elementary students to begin respecting the rights and feelings of others and to acquire skills acceptable both to the individual and to society.

Activities in the Positive Impressions Unit cover two topics:

1. Using Table Etiquette
2. Practicing Sportsmanship

HEALTH - 3
POSITIVE IMPRESSIONS

TOPIC: USING TABLE ETIQUETTE

OUTCOME: 34. Practice specific table etiquette appropriate in various settings.

ACTIVITY 37 - OUTCOME 34

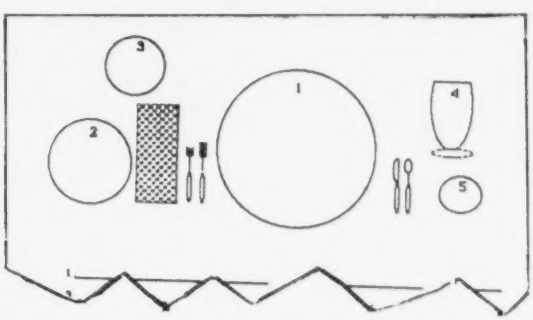
Materials:
- "Table Place Setting," handout (Teaching Materials Section, p. 76)
- Place setting for an informal dinner

Ask students, individually or in small groups, to make a list of proper table etiquette behaviors. Then compare their lists to the one provided below:

1. Ask for dishes to be passed rather than reaching in front of others.
2. Use eating utensils rather than fingers.
3. Chew with your mouth closed.
4. Keep elbows off the table.
5. Do not talk with food in your mouth.
6. Do not burp at the table.
7. Take only the amount of food that you can eat in one meal.
8. Do not blow your nose at the table.
9. Eat food only off your own plate.

Ask students to observe each other in the cafeteria and to take note of appropriate, as well as inappropriate, examples of etiquette.

Teach students to set a proper place setting. Distribute copies of the "Table Setting," handout and ask students to label the five circles (1 - dinner plate, 2 - salad plate, 3 - bread and butter plate, 4 - glass, 5 - cup and saucer) and the rectangle (napkin). Then let students volunteer to put the place setting pieces in the correct order. Ask parents to bring in a meal and place settings so that students can enjoy a meal while demonstrating proper etiquette.



HEALTH - 3
POSITIVE IMPRESSIONS

TOPIC: PRACTICING SPORTSMANSHIP

OUTCOME: 32. Demonstrate an understanding of sportsmanship and its consequences.

ACTIVITY 38 - OUTCOME 32

Materials: • Chalkboard

Ask students to define "good sportsmanship," and list their responses on the chalkboard.

Have the following hypothetical situations written on the board.

1. Jane and Sue are playing tennis. Jane wins the game and begins teasing Sue because she lost the game.

2. Ted is at bat in a softball game. The umpire calls three strikes and Ted is out. Ted throws his bat down angrily and argues with the umpire.

3. Mary's team is ahead in the basketball game with only one minute left in the game. A team member throws the ball to Mary and the ball is intercepted by the opposite team. The opposite team wins the game. The team member who threw Mary the ball blames her for losing the game.

4. Jerry is named best player on the softball team and is awarded a trophy. Jerry accepts the trophy but gives credit to his team members and the coach.

After each situation is read, use the following questions for class discussion:

1. Does the action depict good or poor sportsmanship?
2. What consequences could result from the action taken?
3. What would a good sport do?

While discussing each situation, help students understand that a good sport:

1. enjoys winning a game and sharing the credit with others,
2. shows respect for others,
3. enjoys winning and never makes fun of people who lost,
4. knows how to accept losing a game, and
5. does not place blame for losing.

GRADE 3 - OUTCOMES

1. Explain the relationship between the muscular and skeletal systems.
2. Discuss reasons why certain behaviors are factors in maintaining optimum health.
3. Know the nutrient content of the four basic food groups and understand the consequences of the lack of nutrients.
4. Relate factors regarding weight control to consequences of physical health.
5. Describe the consequences to physical health caused by the consumption of excessive amounts of sugar, caffeine, and salt.
6. Explain some of the influences that heredity and environment have on individuals.
7. Identify harmful effects associated with each of the following: alcohol, nicotine, and marijuana.
8. Discuss environmental conditions that promote development of disease-causing organisms.
9. Discuss the factors that strengthen the body's natural defense system to help prevent germ entry and/or disease development.
10. Explain that intestinal parasites may cause diseases.
11. Explain why heat is used as a part of the purification process.
12. Discuss behavioral patterns that indicate positive attitudes toward maintaining health.
13. Describe some ways to maintain healthy teeth.
14. Identify the roles of persons available for assistance with personal or family health problems.
15. Explain procedures for reporting physical, sexual, and emotional abuse to a responsible adult.
16. Explain why the consumption of certain drugs is not acceptable for children.
17. Discuss the concept of wellness in relation to activities that contribute to feeling good or to feeling bad.
18. Discuss how the deliberate development of good habits is related to good physical health.

19. Review the reasons for refusing substances and for avoiding acts that harm the body.

20. Discuss the importance of accurate health information.

21. Discuss laws that protect health in local communities.

22. Discuss some appropriate occasions for telephoning a physician.

23. Discuss the responsibilities of health departments.

24. Explain some appropriate procedures for keeping school, home, and community environments clean and free from litter.

25. Discuss the importance of personal health habits as they relate to environmental and community health.

26. Determine situations and/or procedures that could be health hazards in home and school environments.

27. Discuss reasons for avoiding unknown liquids and medicines.

28. Discuss the importance of rules regarding bicycle safety and water safety.

29. Discuss different organizations that furnish information to prevent accidents and minimize safety hazards.

30. Discuss various environmental hazards related to water.

31. Demonstrate behavioral patterns that indicate positive attitudes toward the maintenance of optimum health.

32. Demonstrate an understanding of sportsmanship and its consequences.

33. Demonstrate enjoyment of regular participation in the physical education activities of an exercise programs.

34. Practice specific table etiquette appropriate in various settings.

35. Demonstrate skills needed in dealing with life situations.

36. Suggest reasons for differences among families and within the family.

37. Practice coping skills needed to deal with personal abuse.

38. Demonstrate the role that good physical health plays in feeling well.

39. Discuss the role that habits play in physical health.

40. Devise a variety of ways to say "no" to harmful substances and acts.

GRADE 3

TEACHING MATERIALS SECTION

65

Activity 3 Student Name _____

HEALTH AGENCIES

A. Federal Trade Commission (FTC)

1. The FTC makes certain product advertisements state only proven benefits.

2. The FTC requires famous people that advertise a product to actually use it.

3. The FTC requires labels identifying the fabric content be sewn into clothing (example: 60% wool and 40% cotton).

B. Food and Drug Administration (FDA)

1. The FDA makes sure that food, medicines, and cosmetics are safe to use.

2. The FDA checks factories to make sure they are sanitary.

3. The FDA requires that all new drugs go through years of testing before they can be sold to consumers.

4. The FDA requires labels on some foods to have nutritional information about the contents.

5. The FDA requires warnings to be displayed on certain products to help protect consumers.

C. The Environmental Protection Agency (EPA)

1. The EPA sets standards to protect the environment.

2. The EPA develops the Pollutant Standards Index to describe the quality of air throughout the United States.

3. The EPA enforces laws that control the kind of materials that can be dumped into water supplies.

4. The EPA sets standards that limit the noise of trucks, motorcycles, and construction equipment.

5. The EPA regulates the kind of fuel and the amount of pollutants that factories can release into the air.

Activity 8 Student Name _____

DRUG-RELATED LAWS HANDOUT

DIRECTIONS: Draw a line connecting the fact or facts to the appropriate drug. A fact may apply to one or two drugs.

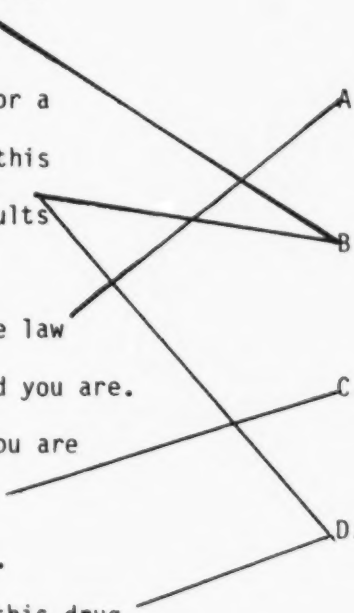
Facts Related to Drugs	Selected Drugs
1. A person must be 21 or over to buy this legally.	
2. It is against the law for a store merchant to sell this drug to a child, but adults may purchase it.	A. Marijuana
3. This drug is against the law to use no matter how old you are.	B. Alcohol
4. You can take these if you are sick and the doctor has prescribed them for you.	C. Prescription Drugs
5. A merchant cannot sell this drug legally to anyone under 19.	D. Cigarettes

Activity 8

DRUG-RELATED LAWS ANSWER SHEET

DIRECTIONS: Draw a line connecting the fact or facts to the appropriate drug. A fact may apply to one or two drugs.

Facts Related to Drugs	Selected Drugs
1. A person must be 21 or over to buy this legally.	
2. It is against the law for a store merchant to sell this drug to a child, but adults may purchase them.	A. Marijuana
3. This drug is against the law to use no matter how old you are.	B. Alcohol
4. You can take these if you are sick and the doctor has prescribed them for you.	C. Prescription Drugs
5. A merchant cannot sell this drug legally to anyone under 19.	D. Cigarettes



Activity 13 Student Name _____

FAMILY INTERVIEW FORM

1. How many people live in my household? _____

2. What are their names? _____

_____

_____

_____

_____

3. Where were my grandparents born? _____

_____

_____

4. Are there special things our family does or special foods we eat because of where my grandparents grew up? What are they?

_____

_____

_____

5. What household responsibilities do my parents have?

Mother: _____

_____

_____

Father: _____

_____

_____

6. What household responsibilities do I have?

_____

_____

_____

Activity 13 Student Name _____

FAMILY INTERVIEW FORM (Cont'd)

7. What household responsibilities do other family members have?

_____

_____

_____

8. What are some things my family does because of our religious or cultural beliefs?

_____

_____

_____

9. What are some family rules I must obey?

_____

_____

_____

70

Activity 18 Student Name _____

INFORMATION SHEET

1. My name is _____.

2. I am _____ years old.

3. I am in the _____ grade.

4. My hair is _____ and my eyes are

_____.

5. I weigh _____ pounds and I am _____

inches tall.

6. My favorite color is _____.

7. My favorite TV show is _____

_____

8. My favorite subject in school is _____

9. I like _____

_____

Directions: Complete each sentence by filling in the blank. Attach this Information Sheet to the bottom of the self-portrait.

Activity 23 Student Name _____

HEALTH SURVEY FORM

1. How much sleep or rest is required by a person my age?

_____

2. How much sleep do I get?

_____

3. How long should a person my age exercise each day?

_____

4. On the average, how long do I exercise each day?

_____

5. By the third grade, what immunizations should I have had?

_____

_____

6. Which immunizations have I had?

_____

_____

7. What is a proper diet?

_____

_____

8. Do you think I eat the proper amounts of required foods for a balanced diet?

_____

9. How often should someone my age visit the doctor? The dentist?

_____

_____

10. Have I had periodic checkups from both the doctor and dentist?

_____

Directions: Ask a parent or an adult you live with to answer these questions. Write the answers in the blank spaces under the questions.

Activity 26 Student Name _____

PHYSICAL ACTIVITY ENJOYMENT SCALE

Directions: Read each sentence and ask students to circle the answers that best describe their choices.

1. After school I would rather

   watch television play a card game ride my bike

2. One of my favorite things is to

   play ball draw pictures listen to music

3. If I had an opportunity, I would

   go swimming watch cartoons go to the store

4. At home, I often

   mow the grass play in my room empty the trash

5. I most enjoy

   throwing a ball reading running

6. I especially like

   playing group games watching television reading a book

7. When I get together with friends, we often

   play games in the house watch music videos skateboard

8. If I had an opportunity, I would

   watch a ballgame go to a mall play soccer

9. I would like to be a famous

   television star scientist athlete

10. In the toy department, I'm most interested in

    skates or skateboards games and puzzles remote control toys

11. My family most often

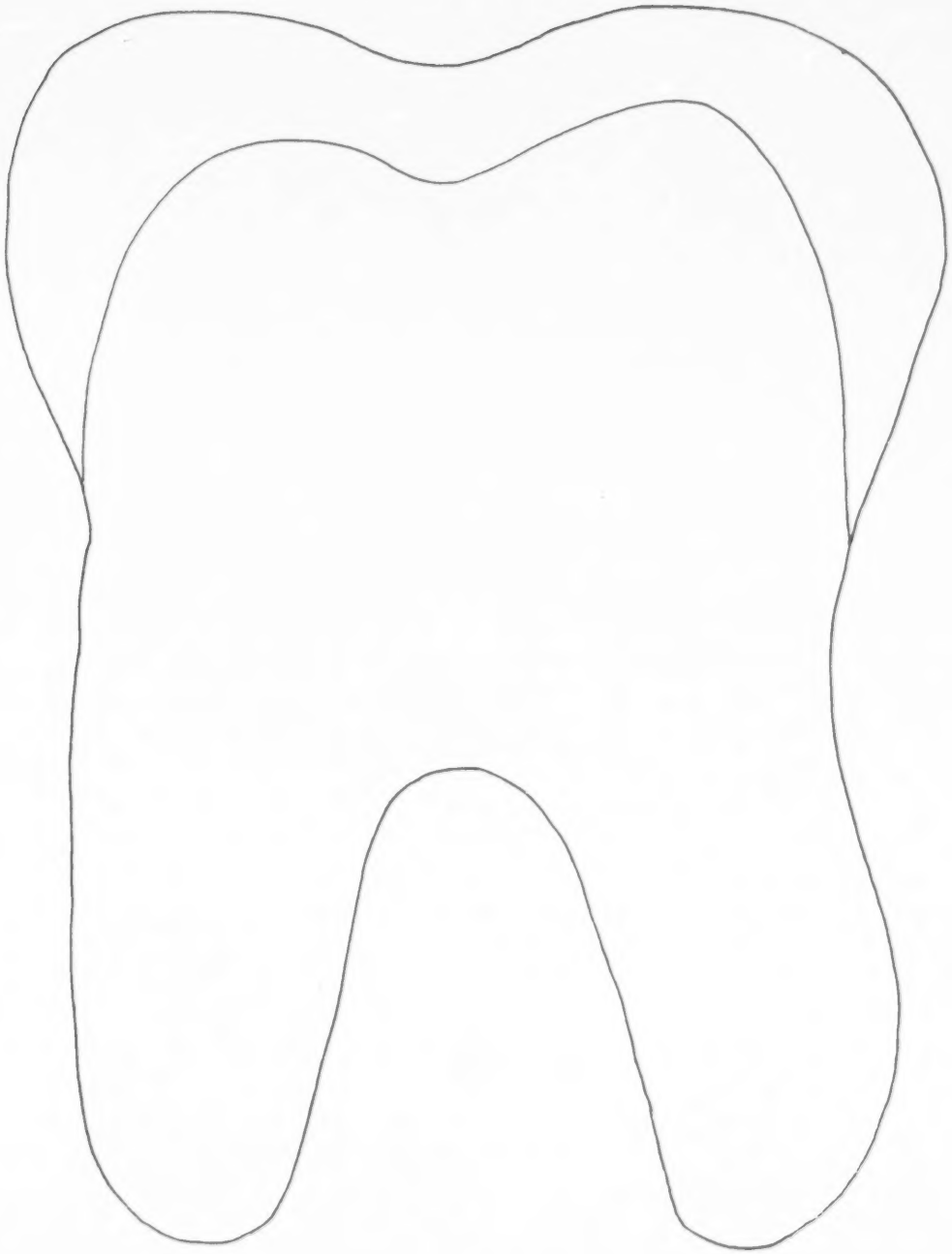
    watches television goes for a walk goes swimming

12. I would rather

    talk on the telephone play dodgeball paint a picture

Activity 28

Student Name _____



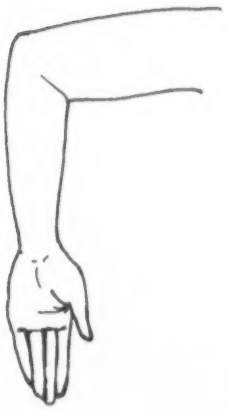
Student Name _____

Hand Signals

turn right

turn left

stop/slow down



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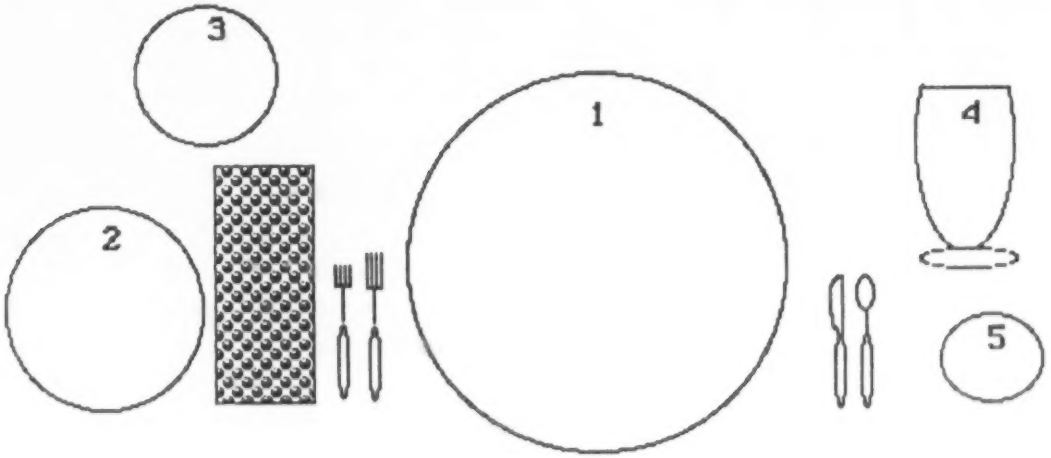
Activity 37 Student Name _____

TABLE SETTING

Directions: Label the five dishes included in this table setting.



1 _____ 2 _____

3 _____ 4 _____

5 _____

Draw the eating utensils in the appropriate places.